

WILLIAMSBURG SCHOOL DISTRICT

423 School Street
Kingstree, South Carolina 29556

GRADES PK-12

ENROLLMENT 5,796 Students

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille B. Scott 843-382-8303

FISCAL AUTHORITY District Board/General Assembly

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 2 | 9 | 1 |

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Good | N/A |
| 2002 | Below Average | Unsatisfactory | N/A |
| 2003 | Average | Good | No |
| 2004 | Average | Average | No |

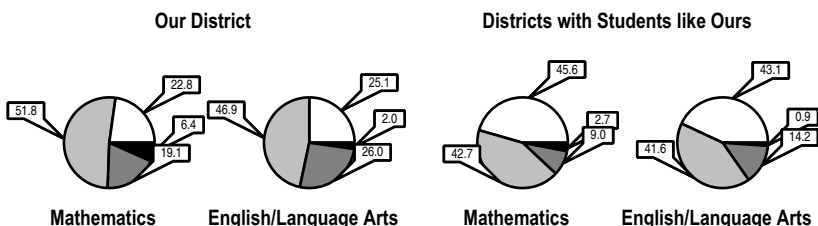
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

| | Our District | | | Districts with Students like Ours | | |
|-----------------------------|---------------------|-------------|-------------|--|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed both subtests | 65.4 | N/A | N/A | 59.4 | N/A | N/A |
| Passed 1 subtest | 19.3 | N/A | N/A | 19.6 | N/A | N/A |
| Passed no subtests | 15.4 | N/A | N/A | 21.0 | N/A | N/A |

ELIGIBILITY FOR LIFE SCHOLARSHIP*

| Percent of | Our District | Districts with Students like Ours |
|--|---------------------|--|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 2.1 | 2.5 |
| Seniors who met the SAT/ACT requirement | 2.1 | 2.5 |
| Seniors who met the grade point average | 22.7 | 34.3 |

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | |
| All Students | 2,739 | 99.5 | 25.1 | 46.9 | 26.0 | 2.0 | 28.0 |
| Gender | | | | | | | |
| Male | 1,400 | 99.3 | 27.6 | 46.9 | 24.4 | 1.1 | 25.5 |
| Female | 1,339 | 99.6 | 22.5 | 47.0 | 27.5 | 3.0 | 30.5 |
| Racial/Ethnic Group | | | | | | | |
| White | 216 | 98.6 | 15.3 | 52.6 | 30.6 | 1.5 | 32.1 |
| African-American | 2,508 | 99.5 | 25.8 | 46.6 | 25.5 | 2.1 | 27.6 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 13 | 100.0 | 36.4 | 27.3 | 36.4 | 0.0 | 36.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 2,100 | 99.6 | 25.8 | 49.3 | 22.6 | 2.3 | 24.9 |
| Disabled | 639 | 98.9 | 22.8 | 39.1 | 37.0 | 1.1 | 38.1 |
| Migrant Status | | | | | | | |
| Migrant | 2 | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 2,737 | 99.5 | 25.1 | 47.0 | 25.9 | 2.0 | 28.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 2,738 | 99.5 | 25.0 | 47.0 | 26.0 | 2.0 | 28.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 2,496 | 99.5 | 25.8 | 47.1 | 25.2 | 1.9 | 27.1 |
| Full-pay meals | 233 | 99.6 | 18.0 | 45.2 | 33.8 | 3.1 | 36.8 |
| Mathematics | | | | | | | |
| All Students | 2,739 | 99.6 | 22.8 | 51.8 | 19.1 | 6.4 | 25.4 |
| Gender | | | | | | | |
| Male | 1,400 | 99.3 | 23.9 | 51.3 | 19.4 | 5.4 | 24.8 |
| Female | 1,339 | 99.9 | 21.8 | 52.2 | 18.6 | 7.4 | 26.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 216 | 99.1 | 19.4 | 49.0 | 23.5 | 8.2 | 31.6 |
| African-American | 2,508 | 99.6 | 23.2 | 51.8 | 18.8 | 6.2 | 24.9 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 13 | 100.0 | 0.0 | 81.8 | 9.1 | 9.1 | 18.2 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 2,100 | 99.7 | 21.8 | 51.1 | 19.4 | 7.8 | 27.1 |
| Disabled | 639 | 99.1 | 26.3 | 53.8 | 18.0 | 1.8 | 19.8 |
| Migrant Status | | | | | | | |
| Migrant | 2 | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 2,737 | 99.6 | 22.9 | 51.8 | 19.1 | 6.3 | 25.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 2,738 | 99.6 | 22.8 | 51.7 | 19.1 | 6.4 | 25.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 2,496 | 99.6 | 23.2 | 52.4 | 18.1 | 6.3 | 24.4 |
| Full-pay meals | 233 | 99.6 | 19.3 | 45.2 | 28.5 | 7.0 | 35.5 |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 485 | 99.4 | 14.1 | 46.9 | 34.9 | 4.1 | 39.0 |
| | Grade 4 | 440 | 99.3 | 31.9 | 56.9 | 11.1 | N/A | 11.1 |
| | Grade 5 | 492 | 99.4 | 40.5 | 53.1 | 6.4 | N/A | 6.4 |
| | Grade 6 | 498 | 99.6 | 40.4 | 44.5 | 14.7 | 0.4 | 15.1 |
| | Grade 7 | 491 | 97.1 | 30.3 | 58.2 | 11.5 | N/A | 11.5 |
| | Grade 8 | 513 | 98.8 | 36.9 | 57.0 | 6.2 | N/A | 6.2 |
| 2004 | Grade 3 | 447 | 99.3 | 7.7 | 41.4 | 43.4 | 7.5 | 50.9 |
| | Grade 4 | 453 | 99.8 | 17.6 | 62.4 | 19.4 | 0.7 | 20.0 |
| | Grade 5 | 452 | 100.0 | 32.0 | 55.7 | 11.6 | 0.7 | 12.3 |
| | Grade 6 | 449 | 100.0 | 36.9 | 51.4 | 11.5 | 0.2 | 11.7 |
| | Grade 7 | 508 | 98.6 | 32.7 | 56.7 | 9.3 | 1.4 | 10.7 |
| | Grade 8 | 444 | 99.1 | 24.5 | 63.7 | 11.3 | 0.5 | 11.8 |

| | | | | | | | | |
|--------------------|---------|-----|-------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 485 | 100.0 | 16.6 | 49.5 | 22.7 | 11.1 | 33.9 |
| | Grade 4 | 440 | 99.5 | 16.5 | 64.9 | 13.1 | 5.4 | 18.5 |
| | Grade 5 | 492 | 99.8 | 27.2 | 60.5 | 10.7 | 1.5 | 12.3 |
| | Grade 6 | 498 | 99.8 | 25.3 | 54.9 | 15.3 | 4.5 | 19.9 |
| | Grade 7 | 491 | 99.4 | 34.4 | 51.1 | 10.1 | 4.4 | 14.4 |
| | Grade 8 | 513 | 99.8 | 35.5 | 54.9 | 8.3 | 1.3 | 9.6 |
| 2004 | Grade 3 | 447 | 99.8 | 12.2 | 49.8 | 23.9 | 14.2 | 38.1 |
| | Grade 4 | 453 | 99.8 | 20.7 | 59.7 | 13.6 | 6.0 | 19.6 |
| | Grade 5 | 452 | 100.0 | 28.0 | 57.0 | 12.1 | 2.9 | 15.0 |
| | Grade 6 | 449 | 100.0 | 19.3 | 55.5 | 20.2 | 5.0 | 25.2 |
| | Grade 7 | 508 | 98.8 | 33.7 | 51.2 | 9.4 | 5.6 | 15.1 |
| | Grade 8 | 444 | 99.1 | 23.8 | 62.5 | 11.8 | 1.9 | 13.7 |

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | |
| All Students | 385 | 94.3 | 22.1 | 39.2 | 28.7 | 9.9 | 38.7 |
| Gender | | | | | | | |
| Male | 195 | 93.3 | 31.3 | 35.2 | 24.7 | 8.8 | 33.5 |
| Female | 190 | 95.3 | 12.8 | 43.3 | 32.8 | 11.1 | 43.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 29 | 100.0 | 20.7 | 31.0 | 37.9 | 10.3 | 48.3 |
| African-American | 355 | 93.8 | 22.3 | 40.1 | 28.0 | 9.6 | 37.7 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 301 | 95.0 | 10.5 | 41.4 | 35.8 | 12.3 | 48.1 |
| Disabled | 84 | 91.7 | 64.9 | 31.2 | 2.6 | 1.3 | 3.9 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 385 | 94.3 | 22.1 | 39.2 | 26.9 | 9.9 | 38.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 385 | 94.3 | 22.1 | 39.2 | 28.7 | 9.9 | 38.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 333 | 94.0 | 22.0 | 40.9 | 28.8 | 8.3 | 37.1 |
| Full-pay meals | 52 | 96.2 | 22.4 | 28.6 | 28.6 | 20.4 | 49.0 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Mathematics | | | | | | | |
| All Students | 385 | 94.0 | 27.4 | 38.5 | 26.9 | 7.2 | 34.1 |
| Gender | | | | | | | |
| Male | 195 | 92.8 | 32.6 | 36.5 | 23.8 | 7.2 | 30.9 |
| Female | 190 | 95.3 | 22.2 | 40.6 | 30.0 | 7.2 | 37.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 29 | 100.0 | 17.2 | 34.5 | 37.9 | 10.3 | 48.3 |
| African-American | 355 | 93.5 | 28.4 | 39.0 | 25.7 | 6.9 | 32.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 301 | 95.0 | 15.4 | 42.5 | 33.3 | 8.8 | 42.1 |
| Disabled | 84 | 90.5 | 72.4 | 23.7 | 2.6 | 1.3 | 3.9 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 385 | 94.0 | 27.4 | 38.5 | 26.9 | 7.2 | 34.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 385 | 94.0 | 27.4 | 38.5 | 26.9 | 7.2 | 34.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 333 | 93.7 | 28.5 | 38.5 | 26.6 | 6.4 | 33.0 |
| Full-pay meals | 52 | 96.2 | 20.4 | 38.8 | 28.6 | 12.2 | 40.8 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarships* | | Graduation Rate | | Met State Objective |
|--------------------------------|--|-------|---------------------------------------|------|-----------------|-------|------------------------|
| | n | % | n | % | n | % | |
| All students | 289 | 93.8% | 326 | 2.1% | 335 | 73.4% | N/A |
| Gender | | | | | | | |
| Male | 115 | 89.6% | 137 | 0.7% | 152 | 61.2% | |
| Female | 174 | 96.6% | 189 | 3.2% | 183 | 83.6% | |
| Racial/Ethnic Group | | | | | | | |
| White | 27 | 96.3% | 27 | 0.0% | 26 | 84.6% | |
| African American | 262 | 93.5% | 299 | 2.3% | 309 | 72.5% | |
| Asian/Pacific Islander | N/A | N/A | 0 | N/A | N/A | N/A | |
| Hispanic | N/A | N/A | 0 | N/A | N/A | N/A | |
| American Indian/Alaskan | N/A | N/A | 0 | N/A | N/A | N/A | |
| Disability Status | | | | | | | |
| Not disabled | 269 | 94.8% | 279 | 2.5% | 274 | 85.0% | |
| Disabilities other than speech | 20 | 80.0% | 47 | 0.0% | 61 | 21.3% | |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | 0 | N/A | N/A | N/A | |
| Non-migrant | 288 | 94.1% | 326 | 2.1% | N/A | N/A | |
| English Proficiency | | | | | | | |
| Limited English proficient | N/A | N/A | 0 | N/A | 0 | N/A | |
| Non-LEP | 287 | 94.1% | 326 | 2.1% | 334 | 73.7% | |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 210 | 91.9% | 273 | 1.5% | 270 | 72.2% | |
| Full-pay meals | 78 | 98.7% | 53 | 5.7% | 65 | 78.5% | |

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

| | Our District | Districts with Students like Ours |
|---------|--------------|-----------------------------------|
| Percent | 93.8% | 87.9% |

GRADUATION RATE

| | Our District | Districts with Students like Ours |
|--------------------|--------------|-----------------------------------|
| Number of Students | 335 | 140 |
| Number of Diplomas | 246 | 105 |
| Rate | 73.4% | 73.9% |

2003-04 COLLEGE ADMISSIONS TESTS

| SAT | Verbal | | Math | | Total | |
|----------|--------|------|------|------|-------|------|
| | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 |
| District | 427 | 428 | 431 | 435 | 858 | 863 |
| State | 493 | 491 | 496 | 495 | 989 | 986 |
| Nation | 507 | 508 | 519 | 518 | 1026 | 1026 |

| ACT | English | | Math | | Reading | | Science | | Total | |
|----------|---------|------|------|------|---------|------|---------|------|-------|------|
| | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 |
| District | 15.3 | 16.0 | 16.3 | 16.7 | 16.6 | 16.4 | 17.0 | 16.9 | 16.4 | 16.7 |
| State | 18.7 | 18.8 | 19.0 | 19.1 | 19.4 | 19.4 | 19.2 | 19.3 | 19.2 | 19.3 |
| Nation | 20.3 | 20.4 | 20.6 | 20.7 | 21.2 | 21.3 | 20.8 | 20.9 | 20.8 | 20.9 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

| | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|---|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n= 5,796) | | | | |
| First graders who attended full-day kindergarten | 97.9% | N/C | 99.8% | 97.2% |
| Retention rate | 7.1% | Up from 7.0% | 7.0% | 5.3% |
| Attendance rate | 96.5% | Up from 95.6% | 96.3% | 96.2% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 18.9% | | 9.0% | 5.8% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 18.6% | | 8.1% | 5.1% |
| Eligible for gifted and talented | 4.4% | Down from 4.5% | 5.0% | 11.6% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 17.2% | Up from 16.2% | 10.9% | 10.9% |
| Older than usual for grade | 8.5% | Down from 9.3% | 8.4% | 5.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5% | Up from 0.3% | 1.5% | 1.1% |
| Enrolled in AP/IB programs | 4.2% | Down from 7.5% | 7.1% | 9.9% |
| Successful on AP/IB exams | N/AV | N/AV | N/AV | N/AV |
| Enrolled in adult education GED or diploma programs | 354 | Down from 385 | 56 | 157 |
| Completions in adult education GED or diploma programs | 46 | Down from 98 | 5 | 39 |
| Annual dropout rate | 1.9% | Up from 1.5% | 2.5% | 2.9% |
| Teachers (n= 361) | | | | |
| Teachers with advanced degrees | 49.6% | Up from 46.7% | 41.0% | 50.0% |
| Continuing contract teachers | 82.0% | Up from 76.9% | 75.3% | 84.6% |
| Highly qualified teachers** | 94.2% | N/A | 89.3% | 92.5% |
| Teachers with emergency or provisional certificates | 11.6% | | 15.6% | 4.4% |
| Teachers returning from previous year | 85.8% | Up from 82.8% | 83.8% | 89.9% |
| Teacher attendance rate | 93.1% | Down from 94.5% | 94.2% | 94.7% |
| Average teacher salary | \$38,758 | Up 1.9% | \$37,593 | \$40,566 |
| Vacancies for more than nine weeks | 4.7% | N/C | 2.3% | 0.3% |
| Prof. development days/teacher | 12.9 days | Up from 10.7 days | 11.9 days | 12.0 days |
| District | | | | |
| Superintendent's years at district | 9.0 | Up from 8.0 | 3.5 | 3.0 |
| Student-teacher ratio in core subjects | 22.3 to 1 | Up from 20.4 to 1 | 19.4 to 1 | 21.0 to 1 |
| Prime instructional time | 88.4% | Down from 89.0% | 87.9% | 89.5% |
| Dollars spent per pupil* | \$7,540 | Up 1.3% | \$8,551 | \$7,217 |
| Percent of expenditures for teacher salaries* | 53.3% | Down from 54.3% | 51.2% | 55.6% |
| Opportunities in the arts | Excellent | No change | Good | Excellent |
| Parents attending conferences | 90.6% | Up from 86.5% | 95.1% | 97.3% |
| Number of schools | 14 | No change | 4 | 8 |
| Number of magnet schools | 0 | No change | 0 | 0 |
| Number of charter schools | 1 | No change | 0 | 0 |
| Number of alternative schools | 0 | No change | 0 | 0 |
| Portable classrooms | 4.0% | Up from 2.9% | 6.3% | 4.3% |
| Average age in years of school facilities | 35 | Down from 37 | 29 | 26 |
| Number of schools with SACS accreditation | 12 | Up from 11 | 4 | 8 |
| Average administrator salary | \$64,855 | | \$63,692 | \$67,300 |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 94.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers** | 65.0% | Yes |
| Student attendance rate | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

| | |
|---|---|
| Board Membership | 7 trustees elected to single-member seats |
| Fiscal Authority | District Board/General Assembly |
| Average Number of Hours of Training Annually | 23.0 per board member |
| Percent new trustees completing orientation | 100.0% |

DISTRICT SUPERINTENDENT'S REPORT

Williamsburg County School District continues to successfully increase its test scores, which is due to collaborative efforts of students, teachers, parents, and administrators. Success is the ultimate outcome for each student in our district. We are committed to meeting the social, academic, and psychological needs of our students to help them find their unique talents and skills.

Our schools have performed extremely well when compared to other districts throughout the state. Two schools—St. Mark and Greeleyville Elementary Schools—received recognition from the Educational Oversight Committee for outstanding academic student achievement. We are also proud of our schools that received the Palmetto Gold Academic Achievement Award—Hemingway High, D. P. Cooper Elementary, W. M. Anderson Primary and Hemingway Area Vocational Center. Kingstree Junior High School received the Silver Award. SAT scores have increased significantly at our high schools. Hemingway High School received a \$10,000 SAT Award in recognition of students' increasing scores.

Our district has received grant monies totaling over \$1.4 million to include \$500,000 from the Rural Utilities Services for Distance Learning and Telemedicine. This grant will provide expanded educational programs, instruction/information, and health education to students, teachers, and community members in rural areas, connecting them with other sites across the region, state, country, and world. As our teachers continue to participate in professional development opportunities, they will be able to skillfully use technology resources to integrate appropriate technologies, which will maximize learning and teaching.

We continue to provide a safe environment in all of our schools that is conducive to learning. All of our schools have integrated character education into their curriculum. This component has helped students develop a caring attitude toward others and respect for authority, which has helped to reduce the number of disciplinary referrals and violent behavior.

Together, we will continue to encourage our students to maximize their potential to become productive citizens.

Kenneth Gardner, Ed.D.
Superintendent